DOCUMENT RESUME

ED 188 058 CG 014 454

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TITLE A Paraprofessional Training Program for Supportive Counseling with Women. Final Report, September 1, 1976 through August 31, 1977.
INSTITUTION Nebraska Univ., Omaha.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE 31 Aug 77
GRANT G007605081
NOTE 34p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Communication Skills; *Counselor Training; Course Descriptions; *Females; Higher Education; Models; Needs Assessment; *Paraprofessional Personnel; Pilot Projects; Program Evaluation; Sex Bias; *Skill Development; Student Personnel Services; *Training Methods
IDENTIFIERS *Support Systems

ABSTRACT

Result are summarized of a one-year pilot project to develop, implement and evaluate a paraprofessional counselor training model, which combines the psychology of women with basic helping skills. Supervised counseling experience gained through role playing and individual projects is also described. The goals of the program were to enable participants to: (1) recognize their own sex bias; (2) develop support strategies for women through counseling and communication skills; (3) use professional resources in educational and career planning and personal counseling; and (4) recognize personal limitations. Program evaluation discusses pre/post testing of participants' attitude change as well as feedback concerning the effectiveness of the program. Revisions to the model program are suggested. The appendix contains the revised course syllabus. (Author/NRB)

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ED188058

Women's Support Programs
and
Department of Counseling and Guidance
University of Nebraska at Omaha
Omaha, Nebraska 68182

FINAL REPORT

SEPTEMBER 1, 1976 - AUGUST 31, 1977
FOR
A PARAPROFESSIONAL TRAINING PROGRAM
FOR SUPPORTIVE COUNSELING WITH WOMEN*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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C6 014454

*This report was prepared pursuant to a grant no. G007605081. The activity which is the subject of this presentation was supported in whole or in part by the Department of Health, Education, and Welfare, U.S. Office of Education under the Women's Educational Equity Act. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

BACKGROUND.....1

MANAGEMENT.....2

PROJECT OBJECTIVES.....2

PROJECT DESIGN.....3

DESCRIPTION OF PARTICIPANTS.....9

EVALUATION OF THE EDUCATIONAL PROGRAM.....9

DISSEMINATION OF INFORMATION.....17

REVISION OF THE MODEL PROGRAM.....18

REFERENCES.....20

APPENDIX

A - SUPPORTIVE COUNSELING WITH WOMEN: COURSE SYLLABUS (1978 Revision).....23

TABLES

1. PROGRAM SCHEDULES AND SPEAKERS.....4

2. PRE AND POSTTEST MEANS AND F-RATIOS FOR PROGRAM STAFF AND PARTICIPANTS.....12

3. PRE AND POSTTEST MEANS, STANDARD DEVIATIONS AND T-RATIOS FOR PROGRAM PARTICIPANTS.....13

This report is dedicated to Andrea Farr, Carol Hunter, Nancy Pusateri-Vlack, and Sandi Wicina, who were graduate assistants with the model program.

We truly were a vital team of women, supporting not only our students but helping one another grow by leaps and bounds.

K.E.H.

The right to vote, or equal civil rights, may be good demands, but true emancipation begins neither at the polls nor in courts. It begins in woman's soul.

--Emma Goldman (1911)

A PARAPROFESSIONAL TRAINING MODEL FOR SUPPORTIVE COUNSELING WITH WOMEN

FINAL REPORT
SEPTEMBER 1, 1976 - AUGUST 31, 1977
UNIVERSITY OF NEBRASKA AT OMAHA

Kay E. Hood and Robert R. Butler

BACKGROUND

In the fall of 1975, the University of Nebraska at Omaha (UNO) established the office of Women's Support Programs under Educational and Student Services to specialize in and to expand supportive services to women at the university. As a result of a reexamination of needs, it became apparent that there was a continued need for providing various kinds of professional counseling services for women on campus. There, furthermore, was a need to design a program which would sensitize lay persons to women's issues and train them to use effective communication skills and community resources in supporting women in their own particular situation - their neighborhood, at work, in their church and community organizations.

Such a program, then, would be directed not only to UNO students and staff but also to community persons. As a commuter campus of 15,000 students, about half part-time and adult students, UNO was in a good position to reach a variety of participants.

Therefore, Women's Support Programs in conjunction with the Department of Counseling and Guidance at UNO sought and received small grant funding under the Women's Educational Equity Act Program to train lay persons to provide personal support to women in various community settings, to evaluate the effectiveness of such a program, and to revise the training model for increased effectiveness and usefulness.

MANAGEMENT

Dr. Kay E. Hood, Director of Women's Support Programs, directed the project. A total of 40% of her full time employment for 12 months was devoted to planning, recruiting participants, teaching in the program, and supervising graduate assistants.

Two M.S. level graduate students, Andrea Farr and Carol Hunter were employed 20 hours per week for 30 weeks to assist in program development, program teaching, small group discussions, and helping skill facilitation.

Two other M.S. level graduate students, Nancy Pusateri-Vlach and Sandi Wicina were employed 5 hours per week for 24 weeks to assist in program teaching, small group discussions, and helping skill facilitation.

These five persons met on a weekly basis to plan and evaluate program sessions. The staff operated as a team in decision making, pooling resources and ideas. The administrative work was implemented by the project director and two half time graduate assistants.

Dr. Robert R. Butler, Chairperson of the UNO Department of Counseling and Guidance, served as program evaluation consultant.

Approximately 25% of a full time secretarial position was donated by Women's Support Programs.

PROJECT OBJECTIVES

The purpose of the project was to develop, implement, evaluate and disseminate the results of an extensive, intensive program for training persons as paraprofessional counselors (trained lay personnel as opposed to credentialed professionals) to work with women experiencing personal identity issues, personal crisis and attempting to gain new self definition.

As a result of completing the training program, participants were to have achieved the following behavioral objectives:

1. To recognize their own values and behaviors regarding the changing roles of women in our society that affect their ability to help women.

2. To organize a systematic approach for facilitating women's personal growth in the setting in which they work or have responsibility.

3. To become familiar with professional resources available for referral especially in the areas of educational and career planning and personal counseling.

4. To utilize supportive counseling skills and techniques in group and individual counseling situations.

   a. To present a concept of mental health which would emphasize women's strengths, self-acceptance, and working toward changing those aspects with which they feel uncomfortable.

   b. To provide role models for women looking for examples of ways out of their traditional sex-roles.

   c. To help women gain access to their feelings and needs.

   d. To help women identify and explore new alternatives for setting life goals.

5. To recognize their own counseling skill limitations and when to refer persons to professional counselors.

PROJECT DESIGN

The training program took place in three 8 week phases of 24-30 hours of class time per phase. The program started on October 7, 1977, and ended on April 28, 1977. Sessions were held weekly on the UNO campus except during university vacation times. Refer to Table 1, page 4, giving the program schedule including dates, topics, and speakers.

The program was offered on a credit/non-credit basis through the UNO Department of Counseling and Guidance. Persons choosing the non-credit option paid a $50.00 registration fee; fees were wavered for a few persons. Persons choosing the credit option paid the regular UNO tuition for 3 undergraduate credits. One person took the course for graduate credit doing extra work assigned by the Counseling Department Chairperson.

TABLE 1

PROGRAM SCHEDULE
OCTOBER 1976 - APRIL 1977

Textbook: Cox, Sue. *Female Psychology: The Emerging Self*. Science Research Associates, Inc., 1976.

DATE	TOPIC	SPEAKER(S)
PART I:	PSYCHOLOGY OF WOMEN Each session consisted of 3 hours of class time; approximately 1½ hours of cognitive presentation and discussion and 1½ hours of group participation.	
Oct. 7	Introduction to program; pretesting	Staff
Oct. 14	Psychological Sex Differences	Staff
Oct. 21	Oppression of Self	Staff
Oct. 28	Women and Mental Health	Barbara Briggs Ann Becker Catholic Social Services, Omaha
Nov. 4	Ethnic Diversity	Cindy Dillenberg UNO student; Marta Nieves, Great Plaines Girl Scout Council, Inc.; Clody Wright, Nebraska Commission on the Status of Women
Nov. 11	Sexual Selves	Dr. Jane Woody, UNO School of Social Work
Nov. 18	Career Power	Lavon Vogeler, William G. Woodhams, Northern Natural Gas Company
Nov. 25	(Vacation)	
Dec. 2	Closure; Evaluation	Staff

DATE	TOPIC	SPEAKER(S)
PART II:	COUNSELING SKILL DEVELOPMENT	
	Sessions consisted of 3 hours of class time used for both cognitive and counseling skill development.	
Dec. 9	Introduction to Counseling; Pre-testing	Staff
Dec. 16	Counseling Ethnic Minorities	Bobbie Davis, James Ramirez - University Division - UNO, Ralph Preston, Minority Affairs, UNO
Dec. 23, 30 Jan. 6, 13	(Vacation)	
Jan. 20	Value Clarification	Ida Holzbauer, Psychology, Creighton University
Jan. 27	Chemical Dependency	Joanne Hartwig, Delores Kramer, Omaha Area Council on Alcoholism
Feb. 3	Communication Skills	Dr. John Wanzanreid, Communications, UNO
Feb. 10, 17	Assertive Training	Marilyn Major, Vocational Rehabilitation, NE Dept. of Education
Feb. 24	Closure, Evaluation	Staff

DATE	TOPIC	SPEAKER(S)
PART III:	SUPERVISED COUNSELING EXPERIENCE	
	Sessions consisted of small group discussion/role playing of counseling situations. Projects were implemented and reported.	
Mar. 3	Individual Video-taping Test on knowledge of Counseling Skills	Staff
Mar. 10	Small group feedback on video-tapes	Staff
Mar. 17, 24	Role playing in small groups	Staff
Mar. 31	Utilizing referral resources; Knowing your counseling limitations	Staff
Apr. 7	(Vacation)	
Apr. 14	Individual Video-taping	Staff
Apr. 21	Small group feedback on video tapes; projects due	Staff
Apr. 28	Closure, Evaluation	Staff

The text used for the course was *Female Psychology: The Emerging Self* by Sue Cox. The text was utilized primarily in Phase I of the program. Supplementary materials were utilized through the program.

Besides the specific means of evaluating participants' knowledge and skills in each phase of the program, participants were required to keep a log in which they recorded on a weekly basis their feelings, experiences, insights, reactions, behaviors related to what they were learning and experiencing through their program participation.

Persons taking the course for credit were held strictly to completing all aspects of the evaluation. Staff was more flexible with persons taking the program on a non-credit basis. Some of these persons were frightened by some aspects of the evaluation or felt inadequate to carry out, for instance, the written examination in Phase I. Rather than lose these non-credit persons, staff waivered the task or allowed persons to complete tasks under difference modes of presentation, such as verbal rather than written.

Part I: Psychology of Women

In this phase, participants received a large amount of cognitive imput concerning the psychology of women. The expertise of specialists were utilized whenever appropriate during this phase. Furthermore, participants were asked to deal with their own feelings and beliefs with respect to the needs of and working with women in small group discussions, a part of each session.

Students' understanding of the material presented in this phase was evaluated by their responses on a take home examination of essay questions covering material from the text and class presentations. Responses were evaluated on students' ability to:

1. Analyse problem situations in terms of stereotypes, behavior, attitudes portrayed.
2. Integrate psychological concepts into the solution of problems.
3. Demonstrate an understanding of a feminist point of view with the traditional approach to the psychology of women.

Part II: Counseling Skill Development

In this phase, participants were taught basic counseling theory and skills as well as some specific helping and communication approaches such as value clarification and assertive training. As much time as possible was devoted to practicing these skills in small groups, though time for such practice during these sessions was, unfortunately, minimal.

Students' basic theoretical knowledge of counseling and communication principles was evaluated by their performance on a multiple choice examination concerning helping skills and their implementation in problem situations.

Part III: Supervised Counseling Experience

Sessions in this phase consisted primarily of class time used for counseling skill development. Besides a concentration on role playing a variety of situations in small groups, participants were required to design and implement a project for a target of women or individual woman. Project reports were evaluated on the following criteria:

1. Specifies a goal or purpose for working with the target group or individual.
2. Integrates psychological concepts in the rationale for the project.
3. Specifies the program plan.
4. Lists appropriate community services which are appropriate sources of information, help, and referral.
5. Identifies counseling approaches and behaviors used or to be used in intervention strategies.

Criteria were assigned maximum points and grades were based on the total points accummulated. Students were given a chance to re-write their reports in order to improve their grades.

DESCRIPTION OF PARTICIPANTS

Program announcements and schedules were distributed widely in the Omaha community in order to recruit participants. Recruitment efforts focused particularly on the leadership of women's organizations, supervisors in businesses, and the non-professional counseling staff in educational institutions and social service agencies. Both men and women were recruited. Special effort to recruit ethnic minority persons was directed through social service agencies in minority communities.

Forty-five participants enrolled in the program. All were women; twelve were ethnic minorities. Six persons enrolled for college credit, two audited, and the rest enrolled on a non-credit basis.

All of the participants enrolled for credit or audit completed the course. Twenty-two non-credit participants dropped out at various times during the course; most drop outs had full or partial scholarships. As much as possible these persons were followed up to learn why they dropped out. Several felt the program was "not for them"; several moved out of town; the majority contacted had other significant events happen in their lives which took precedence or somehow interferred with their attendance.

Staff also speculated that the course spanned too great a time. One night per week from October through April was too long a commitment for many persons.

EVALUATION OF THE EDUCATIONAL PROGRAM

Program evaluation procedures were primarily of three kinds. First, pre/post testing of participant attitude/actualization changes. Second, participant responses to questionnaires rating program components. Third, feedback of participants concerning the effect the program had on them.

Attitude/Actualization Change

The first evaluation component was designed to determine participant change in two areas: attitudes about women and intrapersonal and interpersonal actualization. The design employed was a pretest-posttest design utilizing intact groups. Two major questions were studied: 1) what effect did the program and staff have upon the participants in terms of attitude change and actualization; 2) was the change experienced by participants significant?

Analysis of the data was by computerized analysis of covariance using pretreatment means as the covariate and by T - tests on participant gain scores. It was hypothesized that the staff and participants would differ significantly on pretest scores on the instruments employed and that, as a result of the program and modeling by staff, these differences would be less at posttesting.

I. Attitudes about Women

This area was assessed using two instruments:

A. The Attitude Toward Women Scale (AWS)

A likert-type scale containing items bearing on vocational, educational, and intellectual roles of women, and their freedom, independence, dating, courtship, etiquette, sexual behavior, marital relationships and obligations (Spence and Helmreick, 1972).

B. The Maferr Inventory (Parts A,B, and C)

A likert-type scale of value judgements regarding the sex role perceptions of women (Steinman and Fox, 1966).

II. Intra/interpersonal Actualization

Two instruments were used to assess these areas of change.

A. The Personal Orientation Inventory (POI)

This instrument developed by Shostrom (1968) is a two-choice comparative value judgement inventory consisting of two major scales and ten subsidiary scales.

B. The Fundamental Interpersonal Relationship Inventory-Behavior (FIRO-B)

Developed by Schultz (1967) - this instrument assesses expressed and wanted behaviors in three major areas - inclusion, control and affection and provides information on six different indices.

Results

Table 2 presents pretest means and F-ratios and posttest means and F-ratios for staff and participants. It is to be noted that pretest means for participants differed significantly from pretest means for staff on five of the 22 variables (see ** in Table 2). Examination of the posttest data reveals that participants differed significantly from staff on four of the 22 variables.

Table 3 presents pretest and posttest means, standard deviations and T-scores for the participants. Three of the 22 variables produced T-scores significant at the .05 level.

Discussion

According to Bandura (1969), modeling (a component of social-learning theory) is probably one of the most effective ways to promote learning. This process and the cognitive input during the workshop impacted upon participants in significant ways. There were fewer scale-score differences (obtained at posttesting) between staff and participants; the changes (from pretesting to posttesting) for participants on the POI were in the positive direction, the only exception being the NC scales; and, the changes (from pretesting to posttesting) on the AWS scale reflect less radical feminist viewpoints.

In the general area of actualization, participants differed from staff (as shown in Table 2) at the beginning of the program in these ways. As a group they were: less spontaneous in the area of self expression; had less self-regard in terms of worth as persons; tended to be less accepting of (possibly even denied) feelings of anger within themselves.

Upon completion of the program, the participants differed from the staff (also shown in Table 2) in that as a group they were: less likely to be influenced by internal motivation, as opposed to external influences; less apt to live by those values unique to "self-actualized" people; and, less flexible in their application of these values in their lives.

TABLE 2

Pretest & Posttest Means and F-Ratios for Staff (N=4) and Participants (N=17) in a Paraprofessional Training Workshop for Supportive Counseling with Women.

Scale	Sub-scale	Staff Pretest X	Participant Pretest X	F Ratio	Staff Posttest X	Participant Posttest X	F Ratio
POI	TC	19.50	17.75	.91	18.51	18.52	.00
	I	92.75	87.00	2.18	106.57	94.04	8.21*
	SAV	23.50	20.37	.02	24.29	21.10	9.06*
	EX	24.25	21.62	.23	28.78	22.99	6.23*
	FR	18.50	16.06	2.21	19.31	17.63	1.92
	S	16.25	13.06	12.75*	15.34	13.85	1.90
	SR	14.75	13.25	12.10*	14.11	13.79	.15
	SA	18.00	16.00	17.78*	19.37	17.79	2.07
	NC	13.00	12.43	.63	12.65	12.25	.18
	SY	8.25	7.00	.29	7.40	7.02	.27
	A	20.25	18.05	9.41*	18.09	18.44	.03
	C	24.50	21.05	3.10	23.49	21.23	2.48
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FIRO-B	AL	14.50	12.23	21.28**	15.29	12.45	2.00
	NL	8.25	12.05	26.33**	13.19	11.60	.84
	IOP	6.75	9.94	5.54**	9.99	9.00	.22
	AR	7.00	6.41	8.79**	6.79	5.69	.60
	IOA	9.00	9.41	13.47**	11.78	9.40	1.24
	SII	22.75	25.41	40.93**	29.16	23.96	3.74
close .06							
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MAFFER	A	.75	.12	2.65	2.38	-4.67	1.93
	B	-3.75	-1.64	3.80	-3.69	-5.66	.26
	C	8.00	5.37	2.13	9.12	.55	4.37*
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AWS		154.50	126.82	3.68	123.31	114.10	.07

*P < .05

**Standard deviations for participants were too large for the size N for the staff to be considered statistically meaningful.

TABLE 3

Pretest and Posttest Means, Standard Deviations and T-Ratios for Participants (N=17) in a Paraprofessional Training Workshop for Supportive Counseling with Women.

Scale	Subscale	Pretest X	Pretest SD	Posttest X	Posttest SD	T-Ratio
POI	TC	17.75	2.62	18.52	2.06	.93
	I	87.00	11.02	94.04	8.16	2.08
	SAV	20.37	2.47	21.10	1.69	.98
	EX	21.62	4.75	22.99	4.22	.87
	FR	16.06	2.86	17.63	2.15	1.77
	S	13.06	2.79	13.85	3.42	.86
	SR	13.25	1.77	13.79	1.90	.84
	SA	16.00	3.63	17.79	2.62	2.80*
	NC	12.43	2.12	12.25	1.75	.16
	SY	7.00	1.27	7.02	.94	.05
	A	18.05	3.75	18.44	3.59	.30
	C	21.05	2.70	21.23	2.72	.19
---	---	-----	-----	-----	-----	-----
FIRO-B	AL	12.23	5.46	12.45	5.85	.11
	NL	12.05	4.93	11.60	6.78	.22
	IOP	9.94	5.41	9.00	4.23	.56
	AR	6.41	4.22	5.69	2.91	.57
	IOA	9.41	5.28	9.40	4.64	.00
	3II	25.41	11.67	23.96	9.19	.40
---	---	-----	-----	-----	-----	-----
MAFFER	A	.12	9.13	-4.67	10.12	1.33
	B	-1.64	9.79	-5.66	6.48	1.40
	C	5.37	11.28	.55	7.17	1.43
---	---	-----	-----	-----	-----	-----
AWS		126.82	21.42	114.10	9.81	2.17*

*P < .05

While some gains (pretesting to posttesting) were made by staff, all the gains made by participants were "postive" on every scale except the NC scale, where the slight decrease was non-significant. The one significant increase (as shown in Table 3) on the SA scale suggests the participants as a group were more self-accepting after completion of training. According to Shostrom (1968), to become more self-accepting and have it reflected by this scale is more difficult to achieve than positive self-regard. During the workshop participants were exposed to various self-confronting experiences. The significant gain here is a possible reflection of increased awareness and a generally improved self concept.

The FIRO-B data, more reflective of interpersonal (as opposed to intrapersonal) actualization, reveal only a slight increase on the AL index with all other indices showing slight declines (according to Table 3). The data in Table 3 indicate that the variance among participants was such that pretest scores differed significantly from pretest scores for staff and, as such, are not statistically meaningful.

In the general area of attitude about women, participants did not differ significally from staff in their points of view as measured at the beginning of the program (see Table 2). Upon completion, however, the data in Table 2 reflect a significant difference between staff and participants on Part C of the Maffer Scale. This suggests that the participants' point-of-view about how men might think of the "ideal" woman were less "extra-family-oriented" than that of the staff. Participants considered man's ideal woman to be more inclined to place her own satisfactions after those of her husband and family more than did staff.

This same perception (by participants) was apparently confirmed during the course of the program. Table 3 shows no significant difference in participant scores (pretest to posttest) on Part C of the Maffer Scale. In fact, the change which did occur took place with the staff (Table 2). Their points-of-view after the program differed more widely from those of the participants.

The data provided in Table 3 reflect a significant change for participants on the AWS scale. This change suggests participants (following training) had a more conservative attitude about the rights and roles of women in contemporary society. The change reflected by the means for staff (in Table 2) suggest a similar change in attitude. The variance on the pretest and the posttest scores for participants also suggests that some convergence toward consensual points-of-view occurred. These changes suggest a less extreme posture as regards feminist stereotyping.

While the above observations are offered regarding the program's impact, it is noted that two limitations require caution in generalizing these findings. The size of N for staff places strict limitations upon the statistical meaning of the findings. Also, a control group, a component of true experimental design, would strengthen the research design and allow for more meaningful interpretation of findings.

Critique of Program Components

At the end of each program parts (I, II, and III) participants completed questionnaires rating the materials, speakers, small group and recommending changes.

Generally speakers were highly rated as presenting interesting and useful information or skills. Materials were rated as being satisfactory; participants thought some materials tended to be too simple. The text book was highly controversial. It was sometimes seen as radical but thoroughly consumed by the majority of participants though they may have disapproved.

Participants were most frequently critical of the inadequate time allotted for small group discussion and counseling skill building. They wanted more counseling experience, more role playing and more experiential activities.

Highlights for the majority of the participants was the ethnic minority panel presentation on working with minorities and the assertive training sessions.

Stated changes in participant views and behavior fell largely into the categories of greater self awareness, increased acceptance of others views, and more assertive behavior.

Participant Comments on Program

Interesting and helpful for revising content of the program are comments from participants solicited at various times during the program. Samples follow.

I thoroughly enjoyed the text. I find that as I'm reading the material the ideas seem so obvious to me, but at the same time I realize I had never really thought about them. I don't consider it a radical approach. I find it has served to increase my awareness which is one of my goals for the sessions dealing with the psychology of women.

Generally, I am very pleased with the class. I think that as time goes on the small groups will be more helpful to each of us as individuals as we get to know ourselves and each other.

I learned a great deal tonight. Was especially pleased to learn that at least some companies are trying to cope with sex discrimination (on career power).

I think the book takes too radical an approach, the points are well taken but it's too abrupt. I love the diversity in the class - I also look forward to coming and hearing what all of you and the others have to say. This type of a course kind of gives me an inner strength that I normally don't feel as much. I feel good with the women in the class and like sharing my views with them - it's kind of like my weekly "therapy" session. The small group idea is great - actually, I enjoy that part of the class the most and would like to continue that part. What I'd like to get out of this part of the course is kind of vague in my mind - I guess just a sharing of ideas on feminism and women, I'd like it to be a growing experience which it has been so far. I feel more sure of myself since I'm in the course. Other than the book, I don't have too much negative to say about the course. Last weeks consultants were o.k. I feel they shoud have had statistics to back up what they were saying and also, they tried to cover too much ground in such a short amount of time.

I enjoyed hearing others comment and points of view. I especially enjoyed the feedback from the black ladies because I've never had the opportunity to really know how people other than my personal "small world" feel.

The one thing that should be or could be improved is the lack of men.

The class has a lot of women feelings, thoughts, etc. but we have nothing about what the men think of these things. How do they react? How can we help them to cope with the change? Most of us come in contact with men who need to cope with change and there is nothing offered. It should be open to men and in fact encouraged that they take the course. Other than this I think the course is good and offers a lot of potential and alot of stimulating thinking.

To me, this class is offering just what I had hoped. I can get out of it much if I work at it. The text book is adequate. I agree that it comes on strong sometimes, but it still is a good thought-provoking tool.

The small group sessions are invaluable. Although I would like them to take a little more structure, perhaps a group project or experiment would be a learning experience.

If possible, I would like to see some films. Also, added reading from other sources would create a well-rounded spectrum of information.

DISSEMINATION OF INFORMATION

Information about the program was disseminated through staff. Presentations at professional meetings included the Nebraska Personnel and Guidance Association Conference, Lincoln, October, 1977; North Central Association of Counselor Educators and Supervisor's Conference, Chicago, November, 1977; and the American Personnel and Guidance Association Convention, Washington, D.C., March, 1978.

In addition, report copies will be distributed to a large number of university counseling centers, counseling departments and to persons and services who have requested information.

REVISION OF THE MODEL PROGRAM

Appendix A contains the course syllabus, revised in 1978, which is currently being used at UNO. Based on evaluation data from participants and staff the following program changes are suggested (and already implemented at UNO).

1. Instead of having three sequential program parts - psychology of women, counseling theory, counseling skill development, two simultaneously run parts - psychology of women and counseling skill development in small groups - is suggested. Counseling skill building is more effective with 16 weeks rather than 8 weeks of practice.

2. A twenty-four week program is too long to maintain participation. A sixteen week program fitting a university semester schedule is preferred.

3. The program can best be offered primarily for college undergraduate credit with an option to audit. Auditing allows persons to participate who feel uncomfortable taking a college class; having the program as a credit course gives it creditability.

4. Equal weight and equal time need to be given to small group participation and skill building. Lecture and discussions of cognitive issues should not be allowed to overwhelm the skill building time and emphasis.

5. Course evaluation needs to be more behavioral - specific to the helping skills learned and ability to apply them in actual situations. Video tape, audio tape critiquing by staff as well as small group feedback on role playing situations needs to be ulitized as frequently as time allows.

6. On the cognitive side, topics can vary according to the needs of the student group. Two additions to the original model which have been well received are a panel of women living various life styles talking about their choices and a presentation on women and aging/life planning.

7. The course should be adaptive through topics presented, examples used to the specific student group. UNO hopes, for instance, to offer the course at a large Omaha business for its employees. In such a case examples and readings would emphasize business related problems and situations.

8. Ethnic minority and male participation should be encouraged, even promoted, else the course tends to attract white middle class women and looses the effect of learning about diverse views which a varied group provides.

Although there is need for continual refinement of program content and evaluation procedures, "Supportive Counseling with Women" in its third offering at UNO attracts 20-25 students each semester. It offers a unique approach to building helping skills coupled with a new sensitivity to being female in our society.

The course is currently taught by a woman on the counseling department faculty. Two graduate students help with the teaching, small group discussion, and skill building exercises. Thus the course offers a unique opportunity for graduate students to get practical experience and to integrate psychology of women issues with specific approaches for helping women.

We are living in a time of transition, old traditions die hard and we cannot predict how new ones will develop over generations, We can divest ourselves of stereotype beliefs about differences between men and women. But we cannot know what special gifts women - and men - may have until a lifestyle is developed in which all people can function as full human beings, sharing responsibilities for one another in as yet unforseen ways.

Margaret Mead

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APPENDIX A

"SUPPORTIVE COUNSELING WITH WOMEN"

COURSE SYLLABUS
(1978 REVISION)

DEPARTMENT OF COUNSELING AND GUIDANCE

UNIVERSITY OF NEBRASKA AT OMAHA

Syllabus

Supportive Counseling with Women

Guidance and Counseling

I. DESCRIPTION OF COURSE

A. The purpose of the course is to train persons as pre-professional and non-professional counselors, to work with women experiencing personal identity issues and attempting to gain new self-definition. The course should enhance students abilities to work more sensitively and with better interpersonal skills with persons on their job, in their volunteer work and in their daily living.

B. No academic prerequisites are necessary.

II. Objectives

A. As a result of completing the course, participants should be able to:

1. Understand a feminist point of view on issues which are central to equality for women in our society.

2. Recognize their own values and behaviors which reflect sex bias.

3. Utilize basic counseling and communication skills in order to provide support to women in their target group on an individual or group basis.

4. Call upon professional resources for referral and further information in the area of educational and career planning and personal counseling.

5. Recognize their own counseling limitations.

B. The course is designed not only to help students understand the psychological issues involved in women's struggle to gain self-esteem, role flexibility, and equal opportunity in society but also to be able to utilize basic counseling and communication skills so they can better support women's efforts to lead satisfying lives.

C. The course would be a valuable prerequisite for persons intending to do graduate work in any of the social sciences and social services fields; it would be valuable practical experience for persons currently working with women in various community and educational settings.

III. Instructional Procedures

A. The instructional methods will include lecture, discussion, film presentations, A-V counseling skill feedback, and experiential group participation.

B. Students will be required to participate in a series of activities designed to develop their cognitive knowledge and counseling skills.

1. Students will be required to complete reading assignments from the course materials and references.

2. Students will be required to practice counseling skills in role playing situations in small group interaction and on video tape for feedback.

3. Students will be required to demonstrate their ability to make referrals of persons to appropriate agencies through simulated exercises.

4. Students will be required to demonstrate the integration of their cognitive learning and counseling skill development by planning, implementing and reporting on a project for a designated target group or individual and to submit a written report of the project.

5. In addition, students will be required to keep a log in which they record on a weekly basis their feelings, experiences, insights, reactions, behavior related to what they are learning and experiencing through course participation.

C. In the total 48 hours of in-class time, approximately 20 hours will be devoted to lecture and discussion, 20 hours will be devoted to experiential group work and the practice of counseling skills, and 8 hours will be used for student evaluation.

D. Students will have their performance evaluated by the following methods.

1. Psychology of Women
They will be given two essay examinations, one at mid-term and one at the end of the semester, covering the topics presented in

cognitive parts of the course. Responses will be evaluated on students ability to:

a. Analyze problem situations in terms of stereotypes, behavior and attitudes portrayed.

b. Integrate psychological concepts into the analysis of and solution to problems.

c. Compare and contrast feminist and traditional approaches to the psychology of women.

2. Counseling Skill Development

a. They will be required to demonstrate counseling skill acquisition by comparing pre and post course video tape performance in counseling situations. The evaluation criteria will include the following dimensions:

1. Attending behaviors

2. Paraphrasing/summarizing

3. Picking up and reflecting feelings

4. Effective use of questions

5. Genuineness

6. Unconditional positive regard

7. Confrontation

8. Over-all helping skills

b. Demonstrate a basic theoretical knowledge of Counseling and Communication principles on a multiple choice and essay examination given during the first third of the course.

3. Course Projects

Students will be required to design, implement and report on a project or program for a target group of women. Project reports will be evaluated on the following criteria:

a. Specifies a goal or purpose for working with the target group.

b. Integrates psychology of women concepts in the rationale for the project.

c. Specifies the program plan.

d. Lists community services which are appropriate sources of information, help, and referral for persons on the group.

e. Identifies counseling approaches and behaviors used in the intervention strategies.

f. Describes the outcome of the project.

Criteria will be assigned maximum points: grades will be based on the total points accumulated. Students will be given a chance to rewrite their report in order to improve their grade.

4. Utilization of Community Resources

Students will be required to seek appropriate information, assistance or referral resources for persons in problem situations where further information about options, immediate help or long term services are needed.

Each student will be given two problem situations which he or she must

a. Analyze for number and kinds of needs.

b. Inquire via telephone, in writing or in person as to the various options the person has.

c. List the options in priority sequence; support the priorities.

d. Report what information/suggestions would be given the person and how it would be delivered.

Criteria will be assigned maximum points and grades will be based on the total points accumulated.

5. Final Grade

The final grade will be based on the total accumulation of points from the four performance evaluations. The video tape score and the project score will receive double weight.

IV. CONTENT OF COURSE

Cognitive Development

1. Introduction: Pretesting
2. Women in Society: Stereotyping
   a. Psychology constructs female
   b. Sex differences: myth and reality
3. Women in Society: Oppression
   a. Women as minority group
   b. The sexual politics of interpersonal behavior
4. Women & Mental Health
   a. Psychotherapy & women
   b. Depression
   c. What is a healthy woman?
5. Cross-cultural Experience
   a. A simulated exercise
6. Ethnic Panel Presentation
   a. Black, Chicano and Native American women will present their perspectives on sexism in their cultures and the impact of feminism on women in their cultures.

Skill Building

1. Video-tape pretesting
2. Introduction to Counseling
   a. Theory of Counseling
   b. Skills defined and demonstrated
3. Counseling continued
   a. Skills defined and demonstrated
   b. Communication processes
   c. The helping role
   d. Skill practice
4. Non-Verbal Communication
   a. Theory
   b. Demonstration
   c. Skill practice
5. Expression of Feelings and Emotions
   a. Explanation
   b. Demonstration
   c. Skill practice
6. Facilitate Listening/Active Support
   a. Definition, explanation
   b. Demonstration
   c. Skill practice

IV. CONTENT OF COURSE Continued

7. Ethnic Diversity: A Discussion

   a. An exchange among students related to the panel presentation

8. Mid-Course Evaluation/Test/ Integration of Concepts

9. Career Power

   a. Fear of Success/fear of failure

   b. What is masculine/what is feminine

   c. Expectations-roles

10. Career Power continued

   a. Gaining upward mobility

   b. On the job realities

11. Chemical Dependency

   a. The woman alcoholic

   b. The woman spouse of an alcoholic

   c. How to cope with an alcoholic person

7. Confrontation

   a. Definition, explanation

   b. Demonstration

   c. Skill practice

8. Self Disclosure

   a. Definition, explanation

   b. Demonstration

   c. Skill practice

9. Mid-Course Evaluation/Test/ Feedback to Participants

10. Using Referrals and Resources

   a. Sources of information

   b. How to locate the most appropriate help or information

   c. When to refer

11. Clarifying Values and Goals

   a. Definition, explanation

   b. Group practice and discussion

12. Our Sexual Selves
    a. Theory of female sexuality
    b. Women's experiences; research findings

12. Assertiveness Training
    a. Theory
    b. Demonstration
    c. Practice

13. Alternative Life Styles
    a. Single women
    b. Single parenting
    c. Lesbian women

13. Assertiveness Training continued

14. Life Stages: Women & Aging
    a. Research findings
    b. The socialization process and pressures

14. Assertiveness Training continued

15. Final Evaluation/Test/ integration of Concepts

15. Video-tape Post-testing and Presentation of Projects

16. Post-testing on Personality and Attitude Instruments

16. Closure: Presentation of Projects and Course Evaluation

Required reading includes an undergraduate text on the psychology of women, materials on assertiveness training and basic counseling skills, decision making, communication processes, women and management and women alcoholics.

V. Textbook and Essential Materials

A. Textbook: Cox, Sue. Female Psychology: The Emerging Self. Chicago: Science Research Associates, Inc., 1976.

B. Gomberg, Edith. "Alcoholism and Women: State of Knowledge Today." New York: National Council on Alcoholism, Inc., 1975.

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F. Other essential materials will be developed by the instructor.

G. Students, additionally, will be required to keep a log in which they record on a weekly basis their feelings, experiences, insights, reactions, behavior related to what they are learning and experiencing through course participation. They will submit their log editions on a weekly basis.

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